

SPEAKING DIFFICULTIES FACED BY HOTELIER STUDENTS OF STIPARY IN THE ACADEMIC YEAR 2019/2020

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Abstract

This paper discusses the difficulties faced by hotelier students of STIPARY. From both observation and interview, this study reveals that all students encountered various difficulties in English speaking ability. The prevalent problem faced by the students was 'lack of vocabulary', while 'being afraid of making mistakes' was the prime cause of problem which hindered them to speak. The students had striven to cope with their problems in learning speaking, but their attempts had not been yet ample and successful.

Keywords: difficulties, speaking, students, English

INTRODUCTION

English is a universal language and is an essential tool for communicating with the rest of the world. English is the medium of dissemination of information and knowledge in various fields such as airlines, trade, transport, education, especially hotels, etc. Therefore, the development of the countries in all aspects to be progressive and equal with other countries in the world, it is necessary to develop the potential of the population to have the knowledge and ability to communicate in English.

English is important for everything. Hospitalities industry especially that makes the guest's everyday life more convenient, such as communication, can affect the tourist demand according to Pulina and Biagi (as cited in Chassapopoulos et al: 2014). (Torres & Kline: 2013) English has examined the effect of hotel employees' behavior to tourist satisfaction naming among others the importance of professionalism and friendliness as well as the ability to understand guests' needs and

effectively solve any problems, while the overall importance of service quality to customer satisfaction and retention has been proven (Deng et al: 2013).

Hotel business is directly related to tourism business. Because Certificate and to facilitate the provision of accommodation to tourists, it is necessary to develop. And improve the quality as a customer satisfaction. Factors related to the quality of service of hotel business are hotel staff. In addition to the image of the service and the dedication to work in responsible position English proficiency is also very important in serving the local people. English language ability of the hotel's staff is still in the process of being translated into foreign languages. Service is not as efficient as it should be (Chaiyapantoh: 2008).

To speak English is not easy, because the people should master some aspects in speaking. They are fluency, vocabulary, pronunciation, grammar and comprehension. Nunan, (Nunan 2003) said that speaking is very important in our life because without speaking we cannot know what the other talk and speaking is the way use to interaction with the other people. It is assumed that speaking skill is one of aspect that is important to master in English.

To success can be measured through students' skill in carrying out of conversation and interacting orally in that language. It can be concluded that speaking skill must be mastered if the native has resolve to raise their abilities of communication. STIPARY is one of hospitality academy in Yogyakarta. It has two departments, they are Hospitality and cruise ship. This campus supported by some complete facilities for teaching and learning process such as library, laboratory, and so on.

The researcher observes not at all of classes but only one a class, in one subject it is English Conversation Class. The researcher chooses this class because in this subject students are asked to speak more in English than in the other class. So the difficulties faced by the students are more revealed.

Ur (1996:117) said that there are many problems in speaking, they are: inhibition, nothing to say, low or uneven participation and mother tongue. Based on the observation, researcher found that almost all students feel afraid or not confident to present their speaking in front of the class. This situation made the students getting difficult in building interest and motivation to learn English, especially in speaking

English. Thus, it made the students are passive during the learning process in the class.

This situation influenced the students in learning speaking. Consider the above, the researcher is interest in conducting the research about students' difficulties to reveal their problem in speaking foreign language, especially English and to reduce their problem in speaking English. From the background above, the researcher decides to conduct a research entitled "Speaking Difficulties Faced by Hotelier Students of STIPARY in the Academic Year 2019/2020". The researcher hopes that this research will be useful for the reader.

LITERATURE REVIEW

Speaking is one of the four skills in English. It is used by everyone to communicate something in daily life. The people could express idea, feeling, and thought orally. Brown (Brown 2005) said that speaking is literary to say things, express thought aloud, and uses the voice. Bailey and Savage (1994:27) explained that speaking is a second or foreign language in teaching and learning, which has goal in language context to improve communication efficiency.

Mastery speaking skill in English is a priority for many second or foreign language learners. Speaking is a second or foreign language that has often been viewed as the most demanding of the four skills. Mackey (Mackey 1967) stated that speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning.

Cooper (Cooper 2010) explained that speaking is a productive skill because one carries out the activity for using his speech organ successfully, while receptive skill because it needs someone else to listen what has been said in order to react what has been heard before successfully.

Based on the three theories can be concluded that speaking is productive skill as second or foreign language that is used to express speakers' ideas, information, feeling to others directly. In speaking, people must have ability to use the words with the correct pronunciation, to design the correct grammar for the utterances, and to choose the diction or choice of words.

English is a vital aspect in the tourism sector since it allows providing the best service to foreign visitors who do not know the local

language. Furthermore, tourism professionals need to speak English to foreigners to make their visit more enjoyable (Pupo Ferras, Faedo-Borges, & Ortigoza Garcell, 2012). People who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy (Zahedpisheh & Abu Bakar, 2017). This language is taught as a second language in educational institutions of various levels since it is a significant element to establish communication with others worldwide (Seidlhofer, 2005).

Among the competencies currently required in the work environment of tourism, specific competencies of the professional area that have been stimulated by higher academic education is the ability to express fluently in English (Avalos & Zapata, 2014). Efficient communication in English is essential to improve professional profiles (Villafuerte, Benitez and Franco, 2017). Likewise, tourism is an important economic sector that is continually changing and evolving as a result of globalization and innovation.

While according to the analysis of Prachanant (2012), when tourism employees were asked to choose three functions of knowledge of the English language that is used mainly in their work, the results revealed that among the most relevant functions were giving information, followed by the rendering of services, and offering help to problems.

The authors Bosch Abarca and Giménez Moreno (2001) argue that when the specialists of the tourism sector face the communicative needs of their customers, they realize that the best way to satisfy the expectations of the consumer is the ability to capture the subjective, emotional and physical needs that stimulate the success of the transaction.

Speaking is not easy to express something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Brown (Brown 2005) stated that there are some components should be recognized by learner in learning speaking:

a. Pronunciation

Broughton (2003:199) stated that pronunciation is infinitely more valuable to turn one's attention to stress, rhythm and intonation. While, Thornburg (Thornburg 2002) stated that pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. It refers

to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

b. Grammar

Harmer (Harmer 2001) said that grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners will to different the formal and informal expression or polite and impolite expression.

c. Vocabulary

Vocabulary is one of important element in speaking. Without vocabulary, learners cannot say something. The learners can make a sentence or communicate effectively what they want to say. Knowing a lot of words in a foreign English is very important (Edge 1993).

d. Fluency

Fluency is used to measure capable or incapable someone in using the language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, word search, etc (Nunan 2003).

e. Comprehension

In learning English, comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning sentences (Brown 2004). It requires someone can understand what other speakers say automatically in oral communication. Based on the explanation above, it can be concluded that the students need pronounce phonemes correctly, use appropriate stress and intonation patterns to get good speaking.

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. Ur (1996:121) explained that there are some problems faced by the learners in speaking activities. These problems can be explained as follow:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners is often inhibited about trying to say things in a foreign language in the

classroom, such as worried about making mistakes, fearful or criticism, or shy of their speech attracts.

b. Nothing to say

The learners have not idea to speak. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the feeling that they should speaking.

c. Un-event participant

Only one participant can talk at a time if he or she is to be heard. In large group, this means that each one will have only very little time talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue used

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one to another one. If they are talking in small groups, it can be quite difficult to keep use the target language.

Ellis (Ellis 1989) stated there are factors that influence foreign language learning, as follow:

- a. Age Richards and Renandya (2000 : 204) stated that age is one of the most commonly cited determinant factors of success or failure in foreign language learning. People of different ages have different need, competences, and cognitive skills. The children of primary age to acquire much of a foreign language through play, for example, whereas for adults can reasonably expect a greater use abstract thought.
- b. Aptitude and Intelligence. The students who have high IQ usually can solve their problem easily and they can understand the material faster that gave from the teacher than their friends who have lower IQ. Whereas aptitude is natural ability carried since born. Some students are better in learning languages than others. It is caused by students have different aptitude in learning process. Ellis (Ellis 1989) said that aptitude is special ability involved in language learning. Aptitude used to measure in term proficiency scores achieved by learners in learning process. Some of researchers mentioned that aptitude is major factor determining the level of success of classroom language learning.

- c. Cognitive Styles. Olivia and Saracho (1997:5) stated that cognitive style is reflection of the individual's psychological differentiation, and behavioral or intellectual responses to situations. It is one way to characterize individual differences. Cognitive style describes consistencies in using cognitive processes. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems.
- d. Personality. Pervin (Cervone and Pervin 2015) stated that personality is the characteristic of people which cause consistency of feeling, thinking, and behavior. Many students have difficulty in speaking. It can be caused by personality factors. The students usually afraid about making mistakes, shy of the attention when speak English, lack vocabulary, error grammatical, and not good pronunciation.
- e. Motivation. Motivation is one of factors that play important role to get success or failure good speaking for someone. Harmer (Harmer 2001) stated that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Students have high motivation to success can receive and get better achievement than the students have weak motivation. Motivation is divided into two categories, they are extrinsic motivation and intrinsic motivation.

Extrinsic motivation is caused by any number of factors outside the classroom, for example the students need to pass an exam, the hope of financial reward, or the possibility or future travel.

METHOD

In this research, the researcher uses descriptive qualitative research method. Brumfit and Rosamond (Brumfit 2001) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what classroom do look like, at a particular moment a particular place. While, (Gay, Mills, and Airasain 2005), descriptive research is determining and describing the way of things from an event. In conclusion, this research is a descriptive qualitative research. This research is qualitative since the data are in the form of words.

Suharsimi stated that population is all of the research of subject (Suharsimi 2006). The population of this research is the STIPARY Hotelier students. The researcher observes not at all of classes but only one a class, in one subject it is English Conversation Class. The researcher chooses this class because in this subject students are asked to speak more in English than in the other subject. So the difficulties faced by the students are more revealed.

Setting of the Research

The research was carried out in STIPARY, located on Jl. Ring Road Utara No. 4, Nanggulan, Maguwoharjo, Sleman, Yogyakarta. There are 2 departments; hotelier and cruise ship. Those two departments got the same subject of English, those are Basic English, English Structure, English for Hotelier or Cruise Ship, and English Conversation Class. In English Conversation Class students are expected to speak more than in other subject of English. Here, the lecture gives material to the students, then the students have to discuss, perform or share their idea in English.

Data and Sources of The Data

The data is descriptive in the form of words. Lofland (1984: 47), as quoted by Moleong (2004:122) said “the main source in qualitative research is word and action, more source are addition data such as document etc”. In the other words, the sources of data in qualitative research are proved by theories in words and some events in the place of the data. The source data in this research used events and informants.

From the events of the observation that had done by the researcher, it is used to collecting data, while the interview use to know about the reason what the difficulties in learning in speaking skill.

Events

The events are in the form of teaching-learning activity in English Conversation Class subject focuses on students’ performance. The researcher observes the students’ difficulties of speaking in class.

Respondents

Respondent is a person who replies to something, especially one supplying information for a survey or questionnaire or responding to an advertisement. The researcher has the ECC students of Stipary as respondents to observe.

Techniques of Collecting Data

The way of the researcher to get the data needed in research activity is usually known as a technique of collecting data. Cresswell (2012:297-298) explained that collecting data is the required data and information takes from observation and interview. Collecting of data is important of the research. It is because collecting data used to support the successful research. In the classroom, the researcher takes photograph to provide more accurate data. In this research, the researcher uses data some techniques of qualitative data collection including: observation and interview.

Observation

Observation is one of the techniques that is used to collect the data. The researcher is able to find the answers by focusing and taking participant in an event or activity. Observation is taking regular conscious notice classroom action and occurrences, which are particularly relevant to the issues or topics investigating (Burns, 1999:80). In this research, the researcher was as passive participant to get the data. The researcher joined the class and observes the teaching process. The researcher observes passively without doing any involvement in the classroom teaching and learning process.

The observation was conduct to get the data about the students' difficulties in teaching learning process of speaking skill. To get the data, the researcher uses both recording and note the teaching learning process. The recording has been run by recorder equipment, which is video recorder or voice recorder. The researcher prepares the recorder before the class is started. The researcher places the recorder near the teacher to get the clear voice. The note has been taken by researcher herself during the observation. The researcher prepares checklist noted before going to observe.

Finally, to ensure the obtained data, the researcher compares both the field note and the recording. The recording is transcript and will be the additional proof to complete the taken note. The researcher observes what happens during the teaching learning process, especially in learning speaking. The researcher observes the difficulties that is faced by students' in speaking skill.

Open-Ended Questionnaire

An open-ended question is a question that cannot be answered with a "yes" or "no" response, or with a static response. Open-ended

questions are phrased as a statement which requires a response. The response can be compared to information that is already known to the questioner. Open-ended questions are ones that require more than one word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay.

In this research, the researcher gives a piece of paper to the students and asks them to write what are their difficulties in speaking English. This open-ended questionnaire is used to know about the difficulties and factors cause the students feels difficult to speak English.

Technique for Analyzing Data

Sugiyono (Sugiyono 2010) said that analyzing data is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present you to present what you have discovered to others.

In this research, to analyze the data the researcher uses descriptive qualitative analysis. The researcher uses an observation model analysis involving collecting the data, reducing the data, and presenting the data and drawing conclusion. After collecting the data, the researcher reduces and presents the data. In reducing the data, the researcher rejects meaningless data, so she got the important points of finding. It is followed by presenting the data, it means that the researcher presents about the data systematically and logically, so the meaning of every clear event.

In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation. The researcher uses interactive model analysis the data that expended by (Miles and Huberman 1994). There are three main components, they are: reduction the data, presentation/display the data, verification or drawing conclusion.

Reduction of the data

Reduction the data refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. In this research, the

researcher focus on the reducing and transformation of rough data the field notes of observation and interview.

The first step in reduction of the data is identify the data acquired (transcript of interview, field note from observation, and other source data that is needed). The second is giving choose the data that is choose and focus on needed data. The last is to make a summarizing of the data. Reduction of the data is carried out continuously until the research ends.

The researcher takes the data about the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the difficulties in speaking English.

Presentation or display of the data

It is as the second component in analyzing the data. Display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. Data display of this research is narrative text. Data display is a data description in this research. The researcher described the data that had been reduced. It means that the data is drawn and explained in the form of words, sentences and paragraphs.

The researcher displays the data then describes it, after describing the data, the researcher makes analysis about the data. The researcher presents the data from the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the students difficulties in speaking.

Drawing conclusion

The third activity in analyzing data is drawing conclusion and verification. The researcher is collected and analyzed the data with valid, consistent, and enough the data. The researcher draws conclusion in the last research. In conclusion, the researcher gives the result of the analysis based on the problems statement where it concludes the valid data from the entire data. The researcher takes conclusion after presenting the data and analysis the data.

Trustworthiness of Data

From the research, the researcher gets the data or information from of form of digital photos/videos, some documents. The data is get from interview. Denzin, (in Lexy, 2000:178) explained that triangulation is divided into four kinds, they are:

- a. Triangulation by using the source, means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
- b. Triangulation by using the methods, means that the researcher will check the credibility of data of the research and the data source by using several data collection technique and analysis them by some method.
- c. Triangulation by using investigators is that the researcher will recheck the credibility of the data by higher own research or other researcher.
- d. The last technique used in triangulation by using theory. It is technique of examining the data finding standard of comparison from an analysis explanation as a supporting the data to get a valid evidence of the research result.

In this research, the researcher uses triangulation by using methods. The researcher gathering the data from observation and open-ended questionnaire. In validating the data, the researcher observed the process of the teaching learning process, while also observing the problems appeared, the researcher does the crosschecking by comparing them to the data of questionnaire.

DISCUSSION

In this part of paper the researcher would like to present the finding and discussion from the observation.

Finding

According to the questionnaire and observation result on the forty two ECC students of STIPARY, they have some difficulties in speaking English. The difficulties are especially in linguistic terms. In generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. In the study, the researcher states the difficulties because of linguistic problems as follow:

Vocabulary

Based on the observation, the students were so difficult to speak by using English even in very simple sentences. When the researcher tried to make a conversation in English with some students, they looked so difficult to answer the questions. Then, the researcher tried to ask them

about their problem. Some students answered, "*Tidak tahu menjawabnya dalam bahasa Inggris, Bu*" (I don't know how to say a word in English, Mom). A student said, "*Bolehkan saya menjawabnya dalam bahasa Indonesia, Bu?*" (Could I answer your question in Indonesian, Mom?). When the researcher gave a question to a student, the student did not understand what the researcher said. Then, the researcher asked him about his problem. He said, "*Maaf bu, saya tidak paham pertanyaannya*" (I am sorry, Mom. I don't understand your question). Then, the researcher wrote the question on the whiteboard. The student said, "*Saya tidak tahu artinya, Bu. Tidak familiar dengan kata-kata itu.*" (I don't know the meaning of the words, Mom. Those words are unfamiliar for me). Meanwhile, based on the open-ended questionnaire, the researcher got the 86 total responses, and 30 responses of the total responses showed that the respondents could not speak English fluently because of the limited vocabulary. In the study, the researcher also tried to find why the students had the limited vocabulary. According to the observation, some students seemed lazy to learn more about the meaning and function of the unfamiliar words they encountered.

Pronunciation

Based on the questionnaire, the researcher found 17 respondents having difficulties in pronunciation. The respondents mentioned that they had problems in pronouncing some English words. When, the researcher observed the English Conversation Class, she found that some students made mistakes in pronouncing some English words. They made mistakes in pronouncing the words as follow: mosque, then, pretty, write, and island. When they had to repeat what the lecturer uttered before, they were still in false pronunciation. The mistakes also happened when the students read a conversation text in English. A student got difficulties when she said the sentence "It is embarrassing". Another student also made mistakes when he said the sentence "We arranged to meet at four o'clock." They made mistakes in pronunciation because they did know how to pronounce that words.

Most of the students were also afraid and shy if they made a mistake in pronouncing the words. When the researcher asked the students to read the conversation text, most of the students refused it. Most of them were lack confidence to pronounce the English words because their classmates laughed them when they made some mistakes in pronouncing the words.

Grammar

Based on the observation, the students felt poor in grammar. When the lecturer asked the students to do a role play at front of the class, almost all of them made mistakes in their conversation, especially in grammar. One of them made mistakes when saying the sentences "I am like meatball and ice tea. My father and mother is like fried chicken and juice apple." There were many grammatical errors. Besides, according to the questionnaire, the researcher found 17 respondents who did not understand about grammar. The researcher read the questionnaires, and she found reasons why they did not understand about English grammar. The respondents stated that they were confused when learning grammar, because English and Indonesian had a significant difference in grammar.

Discussion

The discussion is given based on the presented finding covering the STIPARY students' difficulties in speaking English. Brown (2001:168) states that there are some linguistic components which should be recognized by learners to learn speaking. The linguistic components are pronunciation, grammar, and vocabulary. Problems of those linguistic components make students' speaking skill to be poor. There are some linguistic problems that affect students in speaking, such as lack of vocabulary, lack of pronunciation, and poor in grammar.

Lack of Vocabulary

Vocabulary is one of important element in speaking. Vocabulary is an individual word or a set of words which have specific meaning. Without vocabulary, learners cannot say something. Meanwhile, the learners having much vocabulary can make a sentence or communicate effectively. Knowing a lot of words in a foreign language is very important (Edge, 1993:27).

According to the observation on the STIPARY students, they looked so difficult to answer the researcher's questions. The researcher asked them about this problem. The students answered that they did not know how to say a word in English. When the researcher gave a question to a student, the student did not understand what the researcher said. Then, the researcher asked him about his problem. He said that he did not understand the question because he felt unfamiliar with the words in the question. Meanwhile, the researcher got the 86

total responses, and 30 responses of the total responses showed that the respondents could not speak English fluently because of the limited vocabulary. From the results of this study, it seems clearly that STIPARY students have a problem about vocabulary in speaking English.

Vocabulary is the foundation of that all the component. In the learning process, most of the students cannot talk a lot because they are not mastering vocabulary. Because how the students can pronounce the words correctly, how they can speak English grammatically and fluently if they do not have vocabulary in their mind. When the researcher finds that the students are lack in vocabulary, they are automatically lack in pronunciation and grammar, and they also cannot speak fluently. Vocabulary refers to the words that speakers used when the speakers want to talk. Therefore, in this case, the students having much vocabulary will get successful communication. Otherwise, the students having the limited vocabulary will be difficult to say what they want to say to other people and they do not understand what other people say to them, so the point of communication cannot deliver to each other.

Lack of Pronunciation

Pronunciation is as important as other aspects of foreign language learning, like grammar or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Here, students are demanded to have good and clear pronunciation, and it will be good for the students to be able to speak naturally like the native-speaker itself. However, pronunciation problems often arise when foreign learners study English, especially in speaking. Based on the observation, the researcher found some students made mistakes in pronouncing some English words. When they had to repeat what the lecturer uttered before, they were still in false pronunciation. The mistakes also happened when they tried to read a conversation text in English. Besides, most of the students were afraid and shy if they made a mistake in pronouncing the words because their classmates laughed at them when they made some mistakes in pronouncing the English words. Meanwhile, based on the open-ended questionnaire, the researcher also found 17 respondents having difficulties in pronunciation. The results of the observation and questionnaire show clearly that lack of pronunciation make the STIPARY students difficult to master speaking skill. The lack of pronunciation affects the students' speaking performance.

Poor in Grammar

According to Harmer (2001:12), grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. In speaking, grammar could help the learners to produce sentences correctly, and it will help to distinguish the formal and informal expression or polite and impolite expression. Since the learners have not mastered the English grammar, errors may appear when they speak. Based on the observation in the English Conversation Class, almost all of the STIPARY students made mistakes in their conversation, especially in grammar. There were many grammatical errors. Besides, according to the questionnaire, the researcher found 17 respondents who did not understand about grammar. Poor in grammar make the STIPARY students difficult to speak English well. The students will never be able to communicate using English effectively, if they do not know the rules of grammar.

CONCLUSION

Based on the discussion above, it can be concluded that based on the results of the study, the STIPARY students have linguistic problems that make them difficult in speaking English. The linguistic problems consist of vocabulary, pronunciation, and grammar. It is suggested for the STIPARY students to improve their vocabulary, pronunciation, and grammar skills. The students should study hard and do more practice in speaking English because it is the key to be able to communicate in English. The students also should be more confident in speaking English. They should not be shy to express their ideas, and the students should not be afraid of making mistakes. The lecturer should give motivation to their students so that the students increase their attention in learning English, especially in speaking. The lecturer must be able to make the teaching and learning process to be fun and not monotonous so that the students can enjoy in learning English language.

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